SIXTH ANNUAL CATALOGUE

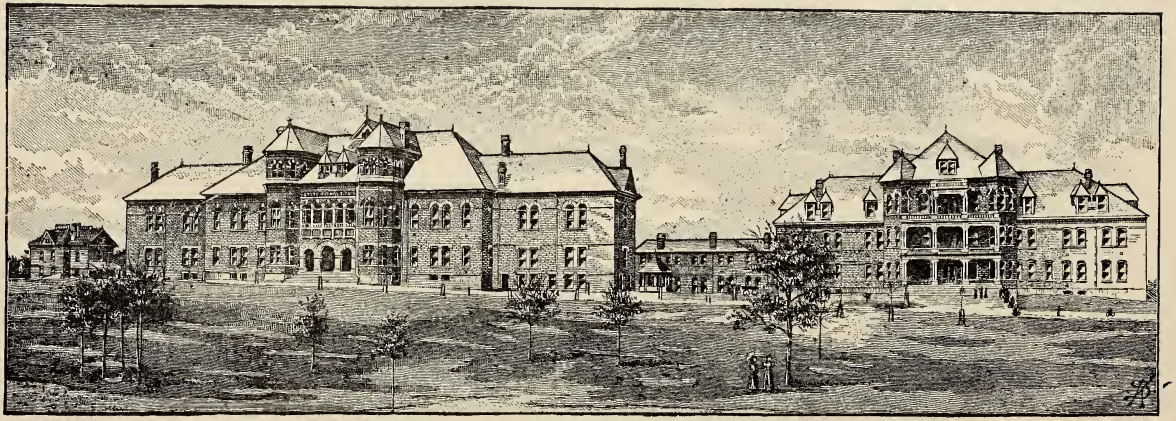
OF THE

STATE NORMAL AND INDUSTRIAL COLLEGE,

GREENSBORO, N. C.

1897-8.

RALEIGH:
PRESSES OF EDWARDS & BROUGHTON.
1898.



THE MAIN BUILDINGS OF THE STATE NORMAL AND INDUSTRIAL COLLEGE.

CALENDAR.

October 6—Fall Term opens:
9 a. m., Registration.
Entrance Examinations in English.
Entrance Examination in Arithmetic.
October 7—Freshman and Sophomore Latin, French, and German;
Algebra, and Plane and Solid Geometry;
History, Chemistry, and Physics.
October 8—Junior Latin, French, and German;
Physical Geography;
Botany and Physiology;
Drawing.

November 24—Thanksgiving Day—Holiday.
December 23 to January 3—Christmas Holidays.
January 28—Mid-year Examinations.
February 3—Spring Term begins.
May 23 and 24—Commencement Exercises.

BOARD OF DIRECTORS.

a	J. A. BLAIR,	Randolph County.
‡	HUGH CHATHAM,	Surry County.
†	J. E. FOWLER,	Sampson County.
*	R. D. GILMER,	Haywood County.
†	JOHN GRAHAM,	Warren County.
‡	A. C. McALISTER,	Randolph County.
	C. H. MEBANE,	Catawba County.
*	M. C. S. NOBLE,	New Hanover County.
‡	W. P. SHAW,	Hertford County.
*	W. D. TURNER,	Iredell County.
†	Dr. J. O. WILCOX,	Ashe County.

Executive Committee.

W. D. Turner. R. D. Gilmer.
Dr. J. O. Wilcox.

Officers of the Board.

C. H. Mebane, *ex officio Chairman.*
J. M. Spainhour, *Secretary.* E. J. Forney, *Treasurer.*

‡ Term expired March 1, 1898.
* Term expires March 1, 1900.
† Term expires March 1, 1902
a. Term of six years began March 1, 1898.

FACULTY.

CHARLES D. McIVER, A.B., D. Litt.,
(University of North Carolina)
Civics.

PHILANDER PRIESTLY CLAXTON, A.M.,
(University of Tennessee)
Pedagogics.

JAMES Y. JOYNER, Ph.B.,
(University of North Carolina)

MATTIE LOU BOLTON, Assistant,
(State Normal and Industrial College)
English Literature.

LUCY H. ROBERTSON,
(Nash & Kollock's School, and Chowan Baptist Institute)
History and English.

GERTRUDE W. MENDENHALL, B.S.,
(Wellesley College, Mass.)
Mathematics.

DIXIE LEE BRYANT, B.S.,
(Mass. Institute of Technology)
Geology, Biology, and Physical Geography.

MARY M. PETTY, B.S.,
(Wellesley College, Mass.)
Chemistry.

ALICE H. BRUERE, B.S.,
(Cornell University)
Physics.

VIOLA BODDIE,
(Peabody Normal College, Nashville, Tenn.)

MARY A. SANDERS, Assistant,
(The State Normal and Industrial College of North Carolina)
Latin.

JENNIE W. BINGHAM,
(St. Mary's and Paris)
French and English.

FACULTY—Continued.

ANNA M. GOVE, M.D.,
(Woman's Medical College, New York)
Physiology and Hygiene.

MARY SETTLE SHARPE,
(St. Mary's, N. C.)
Reading, Elocution, and Physical Culture.

PHOEBE PEGRAM,
Assistant in Physical Culture.

CLARENCE R. BROWN,
(Philadelphia and Paris)
Vocal Culture.

MELVILLE VINCENT FORT,
(Industrial Institute and College of Mississippi)
Industrial Art.

MINNIE L. JAMISON,
(The State Normal and Industrial College of North Carolina)

FANNIE HOEN MASSEY,
(McDowell's Dress Cutting Academy)
Domestic Science.

BERTHA M. LEE,
(The State Normal and Industrial College of North Carolina)
German and Arithmetic.

E. J. FORNEY,

LUCIE V. BROWN AND ETHEL T. FINLATOR, ASSISTANTS,
Commercial Department.

THOMAS L. BROWN,
(Michigan Agricultural College)
Horticulture.

Supervising Teachers of Practice School:

MARGARET WINIFRED HALIBURTON,
NETTIE MARVIN ALLEN,
ANNIE W. WILEY.

OFFICERS OF THE INSTITUTION.

CHARLES D. McIVER,
President.

SUE MAY KIRKLAND,
Referee in Matters Social and Domestic.

ANNA M. GOVE,
Resident Physician.

MARY E. WYCHE,
Trained Nurse.

Mrs. W. P. CARRAWAY,
Matron.

FANNIE W. TURNER,
Assistant Matron.

E. J. FORNEY,
Bursar.

MARY J. ARRINGTON,
Registrar.

FODIE M. BUIE,
Stenographer.

ANNIE F. PETTY,
Librarian.

THOMAS L. BROWN,
Superintendent of Grounds.

STUDENTS.

Name.	*County.*	*Post Office.*
Abbott, Rosa	Guilford	Greensboro.
Alderman, Laura P	Pender	Page.
Allen, Elizabeth G	Wake	Wake Forest.
Allen, Sallie Grace	Anson	Wadesboro.
Anders, Florrie	Bladen	Gravel Hill.
Arey, Lola M	Iredell	Elmwood.
Arey, Lottie R	Iredell	Elmwood.
Armfield, Vera Maie	Guilford	Jamestown.
Arrington, Harriet Burke	Nash	Nashville.
Arrington, Mary Jones	Nash	Nashville.
Ashe, Blanche B	Iredell	Statesville.
Austin, Emily Semple	Edgecombe	Tarboro.
Austin, Eliza Booker	Edgecombe	Tarboro.
Babbitt, Pattie	Pamlico	Bayboro.
Bagby, Bulus	Gaston	Gastonia.
Bailey, Rosa C	Forsyth	Winston.
Bailey, Sarah Lammon	Davie	Mocksville.
Barnette, Oeland Lamar	Cleveland	Shelby.
Bass, E. Clyde	Duplin	Warsaw.
Bass, Irene Boswell	Duplin	Warsaw.
Bass, Sallie Clare	Duplin	Warsaw.
Batchelor, Ida R	Nash	Nashville.
Battle, Annie L	Nash	Nashville.
Battle, Routh	Edgecombe	Whitakers.
Battle, Susan Simms	Edgecombe	Rocky Mount.
Baugham, Laura Maud	Northampton	Rich Square.
Beall, Meta Eloise	Guilford	Greensboro.
Beaman, Annie	Sampson	Clinton.
Beavers, Lula	Chatham	Morrisville.
Bell, Chester	Transylvania	Brevard.
Bell, Lila Cecil	Guilford	Greensboro.
Bell, Lizzie B	Transylvania	Brevard.
Bell, Margaret R	Davie	Mocksville.
Bernard, Emma Adeline	Buncombe	Asheville.
Blackburn, Bettie	Stokes	Walnut Cove.
Boatwright, Octavia H	New Hanover	Wilmington.
Bolton, Mattie Lou	Franklin	Royal.
Bond, Nellie Ashburn	Bertie	Windsor.
Boney, Lillie Annette	Duplin	Wallace.

Name.	*County.*	*Post Office.*
Booker, Sarah Virginia	Surry	Round Peak.
Borden, Mary H	New Hanover	Wilmington.
Bowling, Susie	Durham	Rougemont.
Boyce, Mary Elizabeth	Granville	Oxford.
Boyd, Lois	Iredell	Barium Springs.
Boyd, Sethelle	Iredell	Barium Springs.
Boyette, Mary R	Duplin	Warsaw.
Bradley, Ella	Gaston	Gastonia.
Brett, Daisy Florence	Bertie	Lewiston.
Britt, Ionie E	Johnston	Bentonville.
Brown, Emma C	Davie	Mocksville.
Brown, Isabelle E	Davie	Mocksville.
Brown, Lucie V	Rowan	Salisbury.
Bryan, Mary Oliver	Duplin	Pearsall.
Buffaloe, Flora Agnes	Wake	Garner.
Buffaloe, Geneva	Wake	Garner.
Buie, Fodie M	Robeson	Buie.
Buie, Katie McInnis	Robeson	Buie.
Bullock, Lucy G	Vance	Williamsboro.
Burnette, Nannie Eliza	Nash	Whitakers.
Bynum, Minna Curtis	Lincoln	Lincolnton.
Cantwell, Leonora Van Eaton	New Hanover	Wilmington.
Carraway, Daphne King	Guilford	Greensboro.
Carraway, Irma L	Guilford	Greensboro.
Cator, Mary Louise	Guilford	Greensboro.
Cecil, Mary Wilson	Davidson	Lexington.
Chambers, Woodfin A	Alamance	Haw River.
Cheek, Ella Tilghman	Halifax	Weldon.
Clarkson, Pearl	Mecklenburg	Charlotte.
Clement, Annie J	Granville	Culbreth.
Clements, Delle K	Warren	Shocco.
Clendenin, Esther	Alamance	Graham.
Coble, Carrie Eugenia	Guilford	Tabernacle.
Coffield, Mittie	Martin	Everett's.
Coffin, Lucy C	Guilford	Greensboro.
Coit, Mary Johnston	Rowan	Salisbury.
Cole, Fannie M	Granville	Oxford.
Collett, Alice R	Burke	Morganton
Collins, Anna	Nash	Castalia.
Collins, Mary	Halifax	Enfield.
Combs, Nannie C	Guilford	Greensboro.
Conrad, J. Wilhelmina	Durham	Durham.
Covington, Carrie May	Richmond	Rockingham.
Covington, Faith L	Richmond	Rockingham.
Covington, Louise Keith	New Hanover	Wilmington.

Name.	*County.*	*Post Office.*
Cowles, Ida Margaret	Wilkes	Wilkesboro.
Cox, Annie V	Wayne	Fremont.
Cox, Cora E	Guilford	Greensboro.
Cox, Cora P	Duplin	Pearsall.
Cox, Harriet	Robeson	Alfordsville.
Cox, Laura V	Pitt	Ayden.
Cox, Penie	Onslow	Catharine Lake.
Cox, Ophelia	Pitt	Redallia.
Crawford, Christine Elizabeth	Forsyth	Winston.
Crawford, Laura	McDowell	Marion.
Cromartie, Maggie Currie	Bladen	Clarkton.
Crump, Elizabeth Lamar	Rowan	Salisbury.
Cutchin, Isla	Edgecombe	Whitakers.
Dailey, Alethea B	Guilford	Greensboro.
Dalton, Alice	Stokes	Dalton.
Dameron, Julia M	Warren	Inez.
Daniel, Alice G	Granville	Satterwhite.
Daniel, Sara Morton	Granville	Satterwhite.
Daniel, Sue B	Granville	Satterwhite.
Davis, Elizabeth Duncan	Carteret	Beaufort.
Davis, Cornelia C	Caswell	Gatewood.
Davis, Kate	Guilford	Greensboro.
Davis, Penelope Jones	Franklin	Louisburg.
deRosset, Tallulah L	New Hanover	Wilmington.
DeLoatch, Julia	Northampton	Jackson.
DeMuth, Lena	Edgecombe	Tarboro.
Dillard, Mollie	Nash	Finch.
Doughton, Myrtle Florence	Alleghany	Laurel Spring.
Dowell, Rosina	Durham	Durham.
Duffy, Lalyce R	Guilford	Greensboro.
Duffy, Lucy T	Guilford	Greensboro.
Duffy, Nannie C	Guilford	Greensboro.
Dull, Lewis	Forsyth	Winston.
Dunn, Mattie Eliza	Wake	Wake Forest.
Early, Laura B	Hertford	Ahoskie.
Early, Meta	Hertford	Ahoskie.
Edwards, Ida Weston	Greene	Hookerton.
Eller, Bessie	Guilford	Greensboro.
Ellis, Sallie Sue	Davie	Advance.
Eskridge, Mary Lou	Cleveland	Shelby.
Everett, Hattie	Martin	Palmyra.
Everett, Mamie Midyette	Guilford	Greensboro.
Faircloth, Fannie May	Greene	Snow Hill.
Ferguson, Beulah	Wilkes	Kendal.

Name.	*County.*	*Post Office.*
Field, Minnie L	Guilford	Greensboro.
Finlator, Ethel	Guilford	Greensboro.
Flournoy, Janie Pearl	Rockingham	Reidsville.
Flowers, Nannie	Pamlico	Vandemere.
Folsom, Anna Wendell	Buncombe	Glen Inglis.
Foote, Electa	Wilkes	Roaring River.
Foust, Ethel	Forsyth	Winston.
Franklin. Minnie Lula	Wake	Massey.
Frazier, Dora	Randolph	Gladesboro.
Freeman, Addie	Wilson	Taylor.
Freeman, Fannie	Wilson	Taylor.
Fry, Lucy E	Catawba	Newton.
Gibble, Helen Hughes	Carteret	Beaufort.
Gillon, Clara	Cabarrus	Concord.
Glass, M. Ella	Randolph	Randleman.
Glenn, Julia	Guilford	Greensboro.
Glenn, Lucy McGee	Guilford	Greensboro.
Grady, Lillian F	Duplin	Kenansville.
Gray, M. Olive	Iredell	Mooresville.
Green, Mary Long	Halifax	Weldon.
Gregory, Emily	Guilford	Greensboro.
Griffith, Dion	Davidson	Arcadia
Griffin, Eleanor V	Bertie	Lewiston.
Griffin, Mary E	Chowan	Dwight.
Grimes, Effie	Pitt	Bethel.
Grimsley, Alice	Guilford	Greensboro.
Grubbs, Ruth Alethea	Lenoir	Kinston.
Gudger, Ada L	Buncombe	Asheville.
Gudger, Annie Elizabeth	Haywood	Waynesville.
Gwyn, Elsie	Haywood	Springdale.
Hagwood, Bessie Claudine	Wake	Wake Forest.
Haithcock, Lou Ida	Guilford	Greensboro.
Hall, Mabel A	Rowan	Salisbury.
Hannah, Cornelia Robberts	Davidson	Salisbury.
Hanes, Sadie	Forsyth	Winston.
Hankins, Bessie	New Hanover	Wilmington.
Harrington, Annie McN.	Moore	Jesup.
Harrington, Margie	Moore	Jesup.
Harris, Lucie C	Franklin	Youngsville.
Harris, Nannie	Franklin	Youngsville.
Harding, M. Bessie	Pitt	Greenville.
Hardy, Norma S	Vance	Williamsboro.
Harper, Ruth Mildred	Lenoir	Kinston.

Name.	*County.*	*Post Office.*
Hayes, Essie C	Gates	Gatesville.
Hayes, Margaret Adele	Franklin	Louisburg.
Haynes, Carrie A	Burke	Morganton.
Haynes, Mabel C	Burke	Morganton.
Herman, Bertha E	Catawba	Conover.
Highsmith, Bessie	Sampson	Parkersburg.
Hill, Cora May	Beaufort	Choco inity.
Hilliard, Alice Estelle	Guilford	Greensboro.
Hilliard, Annie Iola	Guilford	Greensboro.
Hines, Mamie Pauline	Lenoir	Kinston.
Hinshaw, Mary	Forsyth	Winston.
Hirshinger, Edna Marion	Mecklenburg	Charlotte.
Hobbs, Ina	Sampson	Clinton.
Hodges, Lillie Persis	Lenoir	Kinston.
Hodges, Mary	Lenoir	Kinston.
Holt, Rose Ellen	Wayne	Goldsboro.
Hooker, Susan M	Orange	Hillsboro.
Horton, Bessie M	Caldwell	Lenoir.
Howard, Julia	Person	Mt. Tirzah.
Howell, Lizzie	Martin	Hamilton.
Huffman, Minnie A	Burke	Morganton.
Hudson, Sabrah Boyce	Chowan	Amboy.
Hughes, Mabel E	Greene	Lizzie.
Humber, Mary Black	Moore	Jonesboro.
Hundley, Annie	Rockingham	Leaksville.
Hunt, Myrtle L	Transylvania	Brevard.
Hunter, Lizzie Janette	Warren	Macon.
Hunter, Mary Maude	Guilford	Greensboro.
Huske, Sadie	Cumberland	Fayetteville.
Hyman, Ella Bradford	Craven	New Berne.
Jackson, Lillie Estella	Guilford	Greensboro.
Jamison, Eugenia	Rowan	Mooresville.
Jenkins, Gertrude	Forsyth	Winston.
Johnson, Bessie S	Duplin	Warsaw.
Johnson, Ella V	Moore	Aberdeen.
Jones, Alma	Yadkin	Panther Creek.
Jones, Fanny Louise	Stokes	Walnut Cove.
Joyner, Evie	Northampton	Woodland.
Joyner, Georgie	Lenoir	LaGrange.
Keathley, Lillie Virgil	New Hanover	Wilmington.
Kelly, Annie Lou	Bladen	Clarkton.
Kelly, Marion Howison	Davie	Mocksville.
Kelly, Sara Yates	Mecklenburg	Charlotte.

Name.	*County.*	*Post Office.*
King, Carrie Lillian	Stokes	Danbury.
Kinsey, Maude Venoyla	Craven	New Berne.
Kirk, Verona	Stanly	Palmerville.
Kirkland, S. M	Orange	Hillsboro.
Kirkman, Pattie A	Guilford	Greensboro.
Kirkpatrick, Eunice	Mecklenburg	Cotton Wood.
Knight, Nina B	Edgecombe	Mildred.
Lane, Maggie C	Wayne	Faro.
Leach, Rhett K	Wake	Raleigh.
Land, Annie F	Edgecombe	Whitakers.
Laxton, Josephine	Burke	Morganton.
Lentz, Cora Miller	Cabarrus	Concord.
Leonhart, Charlotte Jessie	Columbus	Chadbourn.
Leslie, Frances Dunreath	Cabarrus	Concord.
Lewis, Ellen A	Mecklenburg	Charlotte.
Lewis, Mittie Pender	Wayne	Goldsboro.
Lewis, Sallie Lavinia	Guilford	Greensboro.
Lindley, Tina	Guilford	Greensboro.
Lindsay, Auvila W	Rockingham	Madison.
Little, Mary	Anson	Wadesboro.
Loftin, Rosa Evelyn	Lenoir	Kinston.
Love, Sallie P	Guilford	Greensboro.
Lunn, Louise	Guilford	Greensboro.
Lytle, El'a Olean	Buncombe	Asheville.
Lyon, Anna Linda	Granville	Lyons.
Maffitt, Kathrine L	New Hanover	Wilmington.
Mallison, Ella Louise	Beaufort	Washington.
Mallison, M. Elizabeth	Beaufort	Washington.
Malone, Fannie Em	Alamance	Stainback.
Marsh, Lillian N	Union	Marshville.
Marsh, Pearl	Randolph	Trinity.
Martin, Carrie B	Forsyth	Winston.
Martin, Carrie	Forsyth	Winston.
Martin, Ruth Dillard	Rockingham	Leaksville.
Massey, F. H	Wake	Raleigh.
Mathews, Carrie P	Rockingham	Reidsville.
Mayfield, Bertha	Cherokee	Murphy.
McArthur, Hattie D	Robeson	Shannon.
McCaull, Margaret MacRobert	Guilford	Greensboro.
McClees, S. Fannie	Pamlico	Oriental.
McCoy, Antoinette Dupres	Camden	Camden C. H.
McCracken, Nannie Tate	Haywood	Waynesville.
McCulloch, Geneva	Guilford	Greensboro.
McCulloch, Pearl	Guilford	Greensboro.

Name.	*County.*	*Post Office.*
McDonald, Mary Sherwood	Robeson	Lumber Bridge.
McDonald, Susie	Richmond	Rockingham.
McDowell, May	Macon	Franklin.
McDuffie, Catharine Shriver	Richmond	Fontcol.
McEachern, Margaret	Robeson	Lumber Bridge.
McFadyen, Miriam C	Bladen	Clarkton.
McGehee, Mamie Elizabeth	Rockingham	Madison.
McGhee, Annie Moore	Franklin	Franklinton.
McGowan, Queenie V	Pitt	Greenville.
McIntosh, Montie	Moore	Curriersville.
Melvin, Berta S	Bladen	Cypress Creek.
McKinney, Birdie	Rockingham	Reidsville.
McLean, Sallie	Robeson	Maxton.
McMahan, Ella May	Davie	Pino.
McMurray, Sallie E	Johnston	Smithfield.
McPhail, Lena	Sampson	Herring.
McSwain, Isabel	Cumberland	Wade.
Middleton, Sudie L	Duplin	Warsaw.
Miller, Maude	Forsyth	Winston.
Miller, M. Eva	Alexander	Taylorsville.
Mitchell, Maggie Mae	Rockingham	Reidsville.
Monroe, Bessie	Rowan	Salisbury.
Moody, Bessie Ethelwyn	Buncombe	Asheville.
Moore, Agnes	Wilson	Saratoga.
Moore, Lotta V	Northampton	Jackson.
Moore, Mattie H	Nash	Whitakers.
Moseley, Martha Eleanor	Lenoir	Kinston.
Mosely, Hattie Hortense	Lenoir	Kinston.
Murchison, Lily E	Chatham	Gulf.
Murrill, Maude Griffith	Onslow	Gum Branch.
Nash, Sue	Orange	Hillsboro.
Newby, Virginia Scott	Perquimans	Hertford.
Nichols, Bertha Clay	Person	Roxboro.
Nimocks, Caroline Graves	Cumberland	Fayetteville.
Norwood, L. Emma Hogg	Haywood	Waynesville.
Ogburn, Alice Cary	Guilford	Summerfield.
Orrell, Carrie E	Davie	Elbaville.
Pannill, Florence Dockery	Rockingham	Reidsville.
Parker, Emma	Orange	Hillsboro.
Parker, Fannie E	Wake	Raleigh.
Parker, Laura D	Harnett	Linden.
Parker, Mamie	Alamance	Graham.
Parker, Sarah Anna	Johnston	Benson.
Parker, Tempie R	Richmond	Laurinburg.

Name.	*County.*	*Post Office.*
Parsley, Susan LeRoy	New Hanover	Wilmington.
Pasmore, Julia C	Wake	Cary.
Patrick, Bessie Virginia	Pitt	Greenville.
Patterson, Flora	Moore	Sanford.
Pearce, Eva Leigh	Pender	Scott's Hill.
Pearsall, Corinne	Duplin	McGowen.
Peden, Mattie	Pender	Rocky Point.
Pegram, Phœbe C	Surry	Elkin.
Peirce, Margaret	Duplin	Warsaw.
Penny, Hattie T	New Hanover	Wilmington.
Perry, Mary Ira	Perquimans	Belvidere.
Pittman, Alma Love	Edgecombe	Whitakers.
Pittman, Ethelyn L	Edgecombe	Whitakers.
Porter, Elizabeth Annie	Wake	Raleigh.
Porter, Lula Naomi	Wayne	Goldsboro.
Porter, Sue Ethel	Buncombe	Asheville.
Prevette, Annie Beatrice	Wilkes	Wilkesboro.
Purcell, Annie	Robeson	Floral College.
Purnell, Adelia Ellen	Wake	Raleigh.
Purnell, Anne Blum	Wake	Raleigh.
Quinn, Emily S	Duplin	Chinquapin.
Rainey, Mary H	Caswell	Estelle.
Rawley, Josephine	Forsyth	Winston.
Reade, Effie	Person	Mt. Tirzah.
Redfern, Winnie W	Anson	Ansonville.
Rhodes, Annie Mae	Craven	New Berne.
Rice, Rebecca	Granville	Dexter.
Riddick, M. Nina	Gates	Sunbury.
Robertson, Ada V	Alamance	Burlington.
Rodgers, Mrs. Lula Patterson	Iredell	Mooresville.
Rogers, Oberia	Haywood	Waynesville.
Rollins, Katherine C	Buncombe	Asheville.
Rouse, Eula Harper	Lenoir	LaGrange.
Rowe, Mary J	Catawba	Conover.
Rowe, M. Rosa	Catawba	Newton.
Rutledge, Pearl	Gaston	Mt. Holly.
Sanford, Laura	Davie	Mocksville.
Satterthwaite, Kate E	Beaufort	Sidney.
Saunders, Ellen Hale	Durham	Durham.
Saunders, Susie	Pitt	Grimesland.
Scarboro, Myrtie	Mecklenburg	Charlotte.
Scott, Grace Louise	Buncombe	Asheville.
Settle, Julia	Guilford	Greensboro.

Name.	*County.*	*Post Office.*
Shaw, Annie	Pender	Rocky Point.
Shaw, Bessie Ferebee	Vance	Henderson.
Shelton, Annie E	Haywood	Waynesville.
Sheppard, Rosalind	Forsyth	Winston.
Sherrill, Lucy E	Rowan	Rowan.
Shober, Virginia D	Guilford	Greensboro.
Simpson, Georgia	Rockingham	Simpson's Store.
Sims, Alice	Cabarrus	Concord.
Sims, Bessie	Cabarrus	Concord.
Sloan, Nettie	Guilford	Greensboro.
Smith, Kate John	Surry	Mt. Airy.
Smith, Lillian	Guilford	Guilford College.
Smith, Mattie E	Alleghany	Sparta.
Smithwick, Elizabeth M. C	Bertie	Merry Hill.
Speight, Emma Lewis	Edgecombe	Tarboro.
Speight, Jessie P.	Edgecombe	Wrendale.
Spencer, Emma Houston	Richmond	Laurinburg.
Spinks, Nora	Stanly	Albemarle.
Spruill, Matilda	Tyrrell	Creswell.
Staley, Annie Lee	Randolph	Staley.
Staley, Etta	Randolph	Staley.
Stallings, Maggie M.	Johnston	Clayton.
Stamps, Elizabeth Jiggets	Wake	Raleigh.
Stamps Miriam	Wake	Raleigh.
St. Clair, Josie	Moore	Sanford.
Steele, Kate	Union	Walkersville.
Stevens, Lizzie	Wilson	Wilson.
Stevens, Mary Zilla	Johnston	Smithfield.
Strudwick, Nan	Orange	Hillsboro.
Sumner, Eva G.	Lincoln	Lincolnton.
Suttle, Frances	Buncombe	Asheville.
Sutton, Bessie Irene	Lenoir	Kinston.
Sutton, Phebe	Lenoir	Kinston.
Swan, Maggie	Pamlico	Maribel.
Taylor, Virginia	Guilford	Greensboro.
Tays, Bessie Maye	Iredell	Statesville.
Temple, Luella I	Warren	Afton.
Thompson, Margaret M.	Mecklenburg	Davidson.
Thompson, I. Pauline	Wayne	Green Leaf.
Thompson, Pearl Ella	Wayne	Green Leaf.
Thompson, Zula	Cleveland	Belwood.
Thorp, Virginia	Nash	Rocky Mount.
Thurston, Lucy	Alexander	Taylorsville.

Name.	*County.*	*Post Office.*
Tillett, Janie E.	Currituck	Corolla.
Tinnin, Mary I.	Orange	Hillsboro.
Tucker, Daisy	Pitt	Grimesland.
Tucker, Loula	Washington	Plymouth.
Tucker, Sallie P.	Pitt	Grifton.
Turner, Laura L.	Iredell	Statesville.
Tuttle, Lelia Judson	Caldwell	Hartland.
Veach, Rosa Martha	Duplin	Warsaw.
Vickory, Allie E.	Guilford	Greensboro.
Waddell, Maude Frances	Buncombe	Asheville.
Walker, Sarah	Rockingham	Oregon.
Wall, Florrie Dockery	Richmond	Rockingham.
Wall, Johnsie Poythress	Richmond	Rockingham.
Ward, Olive B.	Guilford	McLeansville.
Warren, Nannie B.	Caswell	Corbett.
Watson, Alice	Forsyth	Winston.
Watson, Eleanor	Rowan	Salisbury.
Weaver, Octavia	Guilford	Greensboro.
Welch, Nora	Jackson	Balsam.
Wescott, Allie E.	Dare	Manteo.
Wescott, Dora	Currituck	Poplar Branch.
Wescott, Margaret Bellows	Guilford	Greensboro.
West, Mary Cheves	Buncombe	Asheville.
Wharton, Ida Katherine	Forsyth	Clemmonsville.
Whitaker, Bessie Lewis	Wake	Raleigh.
Whitaker, Jessie Peirson	Halifax	Enfield.
Whitaker, Myrtle M.	Lenoir	Kinston.
Whitaker, Ruby Cary	Halifax	Enfield.
White, Amelia B.	Perquimans	Hertford.
Whitfield, Nellie Gertrude	Richmond	Laurinburg.
Whitley, Marina R.	Martin	Williamston.
Whitley, Sara	Johnston	Smithfield.
Whitsett, Effie May	Guilford	Whitsett.
Wiggins, Evelina Oakley	New Hanover	Wilmington.
Williams, Bessie Temple	Craven	New Berne.
Williams, Estelle Jarmon	Duplin	Kenansville.
Wilson, Fannie K.	Caswell	Gatewood.
Wilson, Myrther Tull	Wayne	Goldsboro.
Wilson, Nicy E.	Sampson	Bass.
Winborne, Mary Skinner	Chowan	Rockyhock.
Winstead, Clee	Wilson	Wilson.
Wiswall, Martha Fowle	Beaufort	Winsteadville.
Wood, Eunice Idell	Lenoir	Falling Creek.

Name.	*County.*	*Post Office.*
Woltz, Mary	Guilford	Greensboro.
Wright, Bettie C.	Sampson	Coharie.
Wright, Lillian M.	Guilford	Greensboro.
Wyche, Pearl Eugenia	Vance	Henderson.
Yarbrough, Rachel Loyston	Forsyth	Bethania.
Yates, Lydia Allison	New Hanover	Wilmington.
Zoeller, Lizzie	Edgecombe	Tarboro.
Total		437.

PRACTICE SCHOOL.

BOYS.

Apple, Clifton
Bandy, Walter
Bandy, Willie
Barnes, Bayard
Barrett, Michael
Benbow, Carl
Benbow, Charles
Benbow, Eugene
Benbow, Kyle
Blanchard, Henry
Boyles, Pitman
Carroll, Fletcher
Carroll, Charlie
Causey, James
Causey, Martin
Causey, Thomas
Causey, William
Creech, Charlie
Douglass, Martin
Dunham, Lewis
Faison, Poydrus
Ferns, Eddie
Fields, Frank
Fields, Herbert
Fields, Monroe
Fields, Stephen
Gates, Charlie
Gates, Judson
Gilliam, Bernie
Glenn, Robert
Groome, Bailey
Hanner, Herbert
Harris, Willie
Heath, Carl
Heath, Chester
Heath, Lacy
Hepler, Ernest
Hilliard, Eugene
Hilliard, James
Hockett, Lester
Hockett, Martin
Hodgin, James
Holden, Algernon
Holden ,Archie
Hollowell, David
Hollowell, Walter
Hudson, Richard
Jenkins, Arthur
Jenkins, Edgar
Joyner, James N.
Joyner, William
Keefe, Frank
Keefe, Joseph
Keefe, Thomas
Kirkman, Herman
Landreth, Ernest

Landreth, Frank
Ledbetter, Albion
Lee, Willie
Leonard, John
Litaker, Jacob
Loman, Chalmers
Lowe, John
Lunn, Frank
Malcom, David
Malcom, Emery
Malcom, Ernest
McIver, C. D., Jr.
Middleton, Ransom
Moir, Ralph
Neale, Willie
Patterson, Ireneus
Poole, Maurice
Poole, Oscar
Poole, Ruble
Pinnix, Carleton
Pinnix, Hugh
Rawlins, Lewis
Reese, Samuel
Regans, Riemer
Richardson, Baxter
Richardson, Cleveland
Richardson, Emmet
Richardson, John
Scarboro, Carl
Sharpe, Benjamin, Jr.
Sharpe, Settle
Siler, Willie
Smith, Parkes
Spivey, Henry
Stack, Edward
Stack, Samuel
Stack, Thomas
Stedman, Clarence
Stedman, Robert
Vanstory, John
Walter, Lantie
Watson, Frank
Watson, Wade
Wetmore, Tom
Wetmore, Wellom
Wetmore, William
Whittington, Earl
Whittington, John
Wilkinson, Newton

GIRLS.

Bandy, Clyde
Bandy, Bessie
Barnes, Carrie
Barnes, Mary
Barrett, May
Benbow, Annie
Bilbro, Josephine
Bilbro, Lottie
Bilbro, Rosa
Blanchard, Nannie
Boultin, Helen
Clarke, Viola
Claxton, Claire
Clifton, Addie
Cone, Julia
Davis, Epsie
Dick, Maud
Dick, Minnie
Duffy, Emma
Elliott, Eleanore
Elliott, Lucile
Faison, Bettie
Faison, Mary
Ferns, Annie
Fields, Laura
Fields, Lillie
Fields, Mabel
Floyd, Ida
Forney, Edna
Forney, Marion
Forest, Tiny
Fountain, Eva
Fountain, Mamie
Hall, Pearl

Heath, Mamie
Hill, Mittie
Hill, Nellie
Hodgin, Mary
Holden, Carrie
Jeffreys, Pearl
Jeffreys, Sophy
Kirkman, Myrtle
Knight, Jessie
Knight, Mabel
Lampman, Roberta
Landreth, Myrtle
Ledbetter, Alice
Ledbetter, Florence
Loman, Annie
Malcom, Maud
McChristian, Clyde
McIver, Annie
Middleton, Jennie
Middleton, Willie
Neale, Eileen
Neale, Mary Frances
Norwood, Ethel
Olive, Corday
Olive, Moiselle
Omohundro, Cora
Omohundro, Fannie
Omohundro, Lillian
Omohundro, Mattie
Prince, Berta
Rankin, Bessie
Scarboro, Cara
Sharpe, Iola
Sharpe, Stella
Siler, Nannie
Smith, Hattie
Smith, Lillie
Smith, Myrtle
Spivey, Mollie
Stack, Alice
Stone, Agnes
Tate, Katie
Vanstory, Katie
Walters, Myrtle
Ward, Elsie
Wetmore, Jannie
Wilkinson, Maud
Wilson, Alice
Zink, Emma

Total ..... 188.

Total Number Receiving Instruction from the Institution.

Number regular students in College	437
Number pupils in Practice and Observation School	188
	625
Number non-residents receiving regular correspondence instruction in Stenography	14
Number besides regular students in special cooking class	44
Total number taught	683

THE STATE NORMAL AND INDUSTRIAL COLLEGE.

HISTORY OF ITS ESTABLISHMENT.

By act of the General Assembly of 1891, the North Carolina State Normal and Industrial College was established.

In 1886, the Teachers' Assembly, then in session at Black Mountain, passed unanimous resolutions asking for the establishment of a Normal College and appointed a committee to memorialize the General Assembly on the subject. Each succeeding Teachers' Assembly, up to 1891, passed similar resolutions and appointed similar committees to present the question before the Legislature. In his biennial reports to the General Assembly, Hon. S. M. Finger, State Superintendent of Public Instruction, repeatedly urged the importance of establishing the Institution.

But it was not until the session of 1889 that the question really came before the General Assembly for serious consideration. At that session the bill presented by the committee from the Teachers' Assembly passed the Senate by a large majority, and failed in the House by only a few votes.

By the time the next General Assembly had met in January, 1891, the late Governor Fowle had, in his message to the General Assembly, urged the establishment of the Institution. In the meantime, the King's Daughters had petitioned the Legislature to establish an Industrial School for girls. The North Carolina Farmers' Alliance, in 1890, at its annual meeting in Asheville, passed resolutions asking the State to aid in the higher education of girls and women. Hon. J. L. M. Curry, agent of the Peabody Fund, appeared before the General Assembly and made an earnest and powerful plea for a Normal College, and, through him, the Peabody Fund gives substantial aid to the Institution.

The committee from the Teachers' Assembly suggested the establishment of a Normal College with industrial features, whereupon the act establishing The Normal and Industrial College was passed and an annual appropriation made for its maintenance. The management of the Institution was placed in the hands of a Board of Directors, consisting of one member from each of the nine congressional districts, the first Board being elected by the General Assembly of 1891. The State Superintendent of Public Instruction is, *ex officio*, an additional member of the Board, and its President.

The act establishing the Institution required that it should be located "at some suitable place where the citizens thereof will furnish the necessary buildings, or money sufficient to erect them."

The Board of Directors decided to accept Greensboro's offer, which was $30,000 in money, voted by the town, and a beautiful ten acre site, located in the corporate limits of Greensboro, and donated by Messrs. R. S. Pullen, R. T. Gray and others.

Since the original donation the Directors have purchased about 116 acres of land.

PURPOSE AND ORGANIZATION.

In Section 41 of the Constitution of 1776, adopted at Halifax, the State acknowledges its obligation to provide educational facilities for the "instruction of youth" "at low prices," and the section closes with the words, "and all useful learning shall be encouraged in one or more universities."

This mandate had been only partially obeyed. The State University for young men began its career of usefulness very soon after the adoption of the Constitution. A few years ago the Agricultural and Mechanical College, also for young men, was established under State auspices and by the aid of the State and the general government.

But it took the State more than a century to come to a practical realization of the fact that "youth" means young women as well as young men. From one-half to nine-tenths of the money used to employ instructors in higher education for young men is paid by State and Federal annual appropriations, or by the income from endowment funds. It was largely in response to the just sentiment that if the State proposes to pay for nearly all the expenses of a young man's higher education, it ought to do at least as much for his sister that the Normal and Industrial College was established. It is not exclusively for people who feel unable to go elsewhere, any more than are those institutions for young men where the faculties are paid by State appropriations, or by incomes from endowment funds.

The State wants this institution to be good enough for any of its citizens, and the expenses low enough for all. That is what it will strive to become.

As the name of the Institution and the history of its establishment would indicate, it is a combination of a Normal College and an Industrial School, the former being the predominating feature.

The purpose for which the Institution was created is clearly stated in Section 5 of the act establishing it. It is as follows:

"SECTION 5. *The objects of this Institution shall be* (*1*) *to give to young women such education as shall fit them for teaching;* (*2*) *to give instruction to young women in drawing, telegraphy, typewrit-*

ing, stenography and such other industrial arts as may be suitable to their sex and conducive to their support and usefulness. Tuition shall be free to those who signify their intention to teach, upon such conditions as may be prescribed by the Board of Directors."

It is the general purpose of the Institution to give such education as will add to the efficiency of the average woman's work, whatever may be her field of labor. To that end there are three distinct departments in the course of study. But the value of the training received in either department will be greatly enhanced by a mastery of the work in the other two. The course of study has been arranged with a view to meeting the needs of the young women of North Carolina, and it embraces—

1. The Normal Department.
2. The Commercial Department.
3. The Domestic Science Department.

NORMAL DEPARTMENT.

The aim of this department is to fit women for the profession of teaching. The foundation equipment of a real teacher is accurate and thorough scholarship, and the department will make that its first aim. But not all scholars are teachers. A teacher must not only have learned to think and to know something, but must also be able to guide the minds of others according to the laws of intellectual development.

Briefly stated, it will be the object of this department not only to give the best literary and scientific education, including work in English and History, Mathematics, Natural Sciences, Ancient and Modern Languages, Industrial Art, Vocal Music and Physical Culture, but also to give such a course in the Principles and History of Education and in the Science and Art of Teaching, as will give the student the ability and the inclination to teach others. A person who has the right kind of education will want other people to have it. This is the spirit of the true teacher, who, in his heart, must be a genuine philanthropist.

If the conditions permitted, it might be well for this Institution to confine itself exclusively to higher professional work, receiving as students only those who had completed their literary education and had graduated from other institutions. This would be an ideal normal college, but would be, as it has generally been elsewhere when tried, a practical failure in North Carolina. For, while a number of bright, ambitious graduates from other institutions apply each year for admission into the Normal and Industrial College, the State would not, and should not, under present conditions, support

an institution for that small number. Probably the majority of the graduates in the State do not expect to become teachers. As a rule, those who would make the best teachers for the State have not been able to get sufficient scholarship to become experts. Those who have been in better financial circumstances, and who desire to become teachers, have been confronted with the fact that there was not an institution in the State whose curriculum was arranged with a special view to educating teachers.

Therefore, The State Normal and Industrial College will pursue the course followed by nine-tenths of the normal colleges of this country, and devote itself to establishing and maintaining a high standard of scholarship and professional skill among the teachers of the State.

COMMERCIAL DEPARTMENT.

The business, or commercial course, embracing such subjects as Stenography, Typewriting, Telegraphy, and Bookkeeping, is intended especially for those women who are thrown upon their own resources, but who do not care to teach. A part of this work, however, ought to be included in any course of general education.

DOMESTIC SCIENCE DEPARTMENT.

The authorities of the Institution recognize the fact that the natural and proper position in life for the average woman is at the head of her own household. Exceptions, however numerous, do not affect this rule. This department is therefore mentioned last, not because it is least important, but because training in the other two departments constitutes a very fine preparation for domestic life. A model woman, as the mistress of a model home, ought to know something of business, and, above all things, ought to be an intelligent teacher.

In addition to the training in other departments, the course in Domestic Science will include theory and practice in the following subjects: Cooking and Sewing, Cutting and Fitting, Care of the Sick, General Household Economy.

SPECIAL DEPARTMENTS.

In addition to what has already been mentioned, though partially included by it, there will be the following departments:

1. Vocal Culture, including Vocal Music, Reading and Elocution.

2. Physical Culture, including Gymnastics, Calisthenics, and such exercises as are best suited to meet individual needs, and to promote the health and strength of the students. Lectures on Physical Culture and on Personal and Public Hygiene will be given by the resident physician, under whose supervision this department will be conducted.

3. Industrial Art, including Form-Study and Free-Hand Drawing; Architectural and Mechanical Drawing; Wood Carving; Modeling in Clay; Designing and Decorative Art, and the History of Art.

Every teacher ought to be able to give lessons in vocal music, drawing and physical culture, and those desiring to graduate in the Normal Department will be required to take a prescribed course in these departments.

COURSE OF STUDY AND GRADUATION.

It is the special province of The State Normal and Industrial College to emphasize the useful and practical rather than the ornamental, though it does not mean to depreciate, nor will it neglect, the æsthetic features of education.

While the entire course of study has been arranged with a special view to prepare young women to teach, it is doubtful whether any young woman who wants a good general education could pursue a more profitable course of study than the one indicated.

For admission to the Freshman Class, examinations must be passed in the following subjects:

Arithmetic.
United States History.
North Carolina History.
English Grammar and Composition.
Hygiene.

For a student who enters the Freshman Class, four years will be required to complete either of the following courses, whereupon she will receive a diploma, which is a life-license to teach in North Carolina.

No student will be allowed to take more than twenty four periods a week, including Physical Culture.

COURSES OF STUDY.

COURSE I.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Algebra 4	Geometry 4	Trigonometry or History 3	English 3
English 4	English 3	English 3	Latin French or German 3
Latin French or German 5	Latin French or German 4	Latin French or German 4	Review 2
Physical Geography and Botany 3	Chemistry 5	Physics or Architectural Drawing 5	Pedagogics, with practice 7
English History 2	General History 2	Psychology 3	Geology Zoology 4
Drawing 2	Reading 1	Civics 3	Mathematics or Architectural Drawing 4
Vocal Music 2	Vocal Music 1	Elocution 2 3	Elocution 1
Physical Culture 2	Drawing 2	Music 1	Physiology 3
	Physical Culture 2		

COURSE II.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Algebra 4	Geometry 4	Psychology 3	Pedagogics, with practice 7
English 4	English 3	English 3	English 3
Latin French or German 5	Latin French or German 4	Latin French or German 4	Latin French or German 3
Physical Geography and Botany 3	Chemistry 5	Physics 5	Physiology 3
English History 2	Reading 1	Civics 3	Elocution 1
Drawing 2	General History 2	and Elocution 2 2½	Review 2
Vocal Music 2	Sewing 3	Cutting and Fitting 3 3½	Dressmaking 4
Physical Culture 2	Physical Culture 2	Cooking 4	Household Economics 2 4

COURSE III.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Algebra 4	Geometry 4	English 3	English 3
English 4	English 3	Latin	Latin
Latin French or German 5	Latin French or German 4	French or German 4	French or German 3
Physical Geography and Botany 3	Chemistry 5	Civics 3	Pedagogics, with practice 7
English History 2	General History 2	Elocution 2 3	Review 2
Drawing 2	Reading 1	Music 1	Elocution 1
Vocal Music 2	Drawing 2	Psychology 3	Shorthand and Bookkeeping 7
Physical Culture 2	Vocal Music 1	Shorthand and Typewriting 8	
	Physical Culture 2		

COURSE IV.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Algebra 4	Geometry 4	English 3	English 3
English 4	English 3	Civics and Elocution 2 2½	Latin French or German 3
English History 2	General History 2	Latin French or German 4	Elocution 1
Latin French or German 5	Latin French or German 4	Physics 5	Physiology 3
Physical Geography and Botany 3	Chemistry 5	French or German 4	Geology or Zoology 4
Drawing 2	French or German 4		French or German 4
Vocal Music 2			Pedagogics, with practice 7
Physical Culture 2			Review 2

DEPARTMENT OF PEDAGOGY.

PHILANDER PRIESTLY CLAXTON.

Teaching is an art, and, like all other complex arts, has reached its present stage of development through a slow and laborious process of evolution. All right teaching must be based on well-defined principles of individual and social life and development, and on a clear comprehension of the aim and purpose of education. The teacher of children should be a person of broad and accurate scholarship. But this alone is not sufficient. She should know the best that has been done and said in the line of her work. She should know something of the nature and growth of the child's mind. She should be acquainted with the best modern practice in teaching, the theories on which such practice is grounded, and the historical steps by which both theory and practice have been reached. These constitute the history, the science and philosophy, and the art of education, to give an introduction to which is the purpose of the work in this department.

Knowing that the practice of most young teachers is influenced much by the methods that have been used in their own education, all teachers in the College endeavor to make their lessons models worthy of imitation, and the head of each department gives some time to a discussion of the best methods of elementary work in that particular department.

COURSES OF STUDY.

COURSE I.—Elementary Psychology, with special reference to the laws of mental development, the getting of knowledge and skill, and the formation of the will, and to the application of these laws in the education of children. This work is largely inductive, with original observations. Lindner's Empirical Psychology.

COURSE II.—(*a.*) History of Education—Painter's History of Education and Munroe's Educational Ideal, with parallel reading in Compayre's History of Pedagogy, Quick's Educational Reformers, Browning's Educational Theories. Williams' History of Modern Education, etc.; (*b.*) Special study of Bacon, Comenius, Locke, Rousseau (Emile), Pestalozzi (Life and Works, by DeGuimps), Froebel (Education of Man), and Spencer (Essays on Education).

COURSE III.—(*a.*) Science and Art of Education—Rein's Outlines of Pedagogy, DeGarmo's Essentials of Methods; (*b.*) Special study of methods of teaching the subjects ordinarily taught in the public schools. McMurry's books on special method and others are read; (*c.*) Teaching in the practice school under the direction and criticism of the head of the department and the supervising teachers; (*d.*) Experiments with small classes in special subjects.

COURSE IV.—A brief course in principles and methods of teaching, discipline, and general school management, and a concise review of the studies of the public schools of the State. This course is intended for those who cannot remain in school long enough to complete the whole of courses I., II., and III. Baldwin's Elementary Psychology, Kirkpatrick's Inductive Psychology and McMurry's books on special method are used as texts. Members of this class give as much time to the practice school as can be arranged for.

Courses I. and II. come regularly in the junior year, and course III. in the senior. Course IV. will in no case be taken as a substitute for courses I., II., or III.

GRADUATE COURSES.—These courses are open to all graduates of this college, and to all others whose general education, pedagogical reading, and experience in teaching have been such, in the judgment of the faculty, as to enable them to understand the work with profit to themselves. It is expected that those taking any of these courses will gain a more thorough understanding of educational principles and a greater mastery of one or more phases of schoolroom work.

Special work is offered in Reading, Arithmetic and Elementary Geometry, History, Elementary Science, English, Geography, and the general subject of Primary Teaching. Every student is advised to take at least two of these subjects. For this work the class meets in sections.

All graduate students are organized into one class, meeting at least two hours a week, for reading and lectures on the Philosophy of Education. This year this class has read and discussed Lange's Apperception, Joseph Payne's Lectures on Education, Davis's Inductive Logic, Duppeld's Thought and Memory, DeGuimps's Life and Works of Pestalozzi, Froebel's Education of Man, and McMurry's Method in the Recitation.

Graduate students teach two or three periods each day in the practice school, teaching the subjects to which they are giving special study.

PRACTICE SCHOOL.

PHILANDER P. CLAXTON,
MARGARET WINIFRED HALIBURTON,
NETTIE MARVIN ALLEN,
ANNIE W. WILEY.

"A normal school without a practice school is like a swimming school without water." All theories of method should be tested in actual schoolroom work. Students should see the result of the continued application of principles under competent supervision. They should also do some regular and definite work, with intelligent and kindly criticism, for a few hours a week through the whole of one year, at least. This work should be done in a school presenting as nearly as possible the ideal conditions of that class of schools in which most of the students will afterwards teach.

The practice school contains seven classes with a total of about one hundred and ninety children. The daily sessions are from 8.45 to 2.30 five days in the week. Most of the regular teaching is done by students from The State Normal and Industrial College, under the direction and supervision of three supervising teachers and the head of the department. All members of the senior class and all special students of pedagogics are required to teach an hour a day through the entire year. Some others are permitted by special arrangement to teach or to observe the work done in the school.

CORRESPONDENCE COURSES.

In order to extend the influence of the College and that it may be especially helpful to the teachers, and, through them, to the schools of the state, the following correspondence courses are offered in the history, science and art of education. These courses cover substantially the same ground as the similar courses in the College. Students will be directed and aided in their studies by means of printed or written suggestions and outlines for study, informal correspondence, and written reviews and examinations made from time to time, as integral portions of a course are finished. Condensed typewritten accounts of lectures delivered in this department will be furnished to correspondence students.

This work should be especially helpful to those actually engaged in teaching, and anyone may easily find time to take at least one course each year.

These courses are open to men and women alike.

COURSE I.—Education, Psychology and child-study.

COURSE II.—History of education and the development of modern educational ideals, methods and systems. This course includes reading in the principal great educational classics and a study of the lives of educational reformers.

COURSE III.—Science and art of education. A study of the purpose of education, the value and relation of the subjects of the school course, general and special methods, discipline, organization and management of schools.

COURSE IV.—Advanced work in special methods, similar to that outlined for graduate students, or in any one of the preceding subjects. This course IV. is intended for graduates of this college and others who may have done an equal amount of pedagogical reading. The work will be guided chiefly by informal correspondence.

DEPARTMENT OF ENGLISH

JAMES YADKIN JOYNER.

The course in English embraces four years. To stimulate and cultivate a taste for good literature, masterpieces of prose and poetry are studied each year. These masterpieces serve also as sources of inspiration and models for the student. From a careful study and analysis of these, under the direction of the teacher, it is sought to lead the student to discover the secret of their power, and to observe and to learn from these concrete examples many of the laws of literary art. Literary work, based upon and supplementary to this study of literary models, is required of every student in every class.

Beginning with masterpieces of the simplest forms of narrative and descriptive prose and poetry, the course is arranged with a view to enabling the student to advance step by step to the study of more complex and difficult forms of each, and thus to work out for herself, inductively, from a careful study and observation of the best writings of the best writers in the various departments of literature, the great essential laws of literary structure, style, and art. To afford the student an opportunity of applying these laws and thus aid her in the formation of good prose style, this analytical study of the masterpieces of literature is supplemented by a parallel progressive course in English Composition, commencing with the simplest forms of prose writing and concluding with the more complex forms.

That the student may observe for herself the development of the English language and literature, the principal works of the representative authors of the important epochs in English literature are studied.

FRESHMAN.—A brief review of the Essentials of English Grammar and the Laws of Sentence Structure; Exercises in Letter Writing, Dictation, Reproduction of Short Stories, etc., with special attention to Sentence Structure, Capitalization and Punctuation; Study of certain Masterpieces of Irving, Hawthorne, and other Prose Writers of this Century; Principles and Laws of Narration and Description; Clark's Briefer Rhetoric; Practice in Writing Narrative and Descriptive Essays; Readings from Longfellow and Whittier; Rhetorical Imagery.

SOPHOMORE.—Rhetoric; Parallel Readings; Critical Readings; Expository Essays from Various Authors; Original Essays in Exposition; a Brief Survey of the Field of English and American Literature with a View to Acquainting the Student with the principal Writers of the Principal Epochs, the Times in which they Lived, Such Leading Events in their Lives as Influenced their Writings, the Names, Character, and Influence of their Principal Works. Morgan's History of English and American Literature.

JUNIOR.—Study of the Elizabethan Era; History of the Gothic Drama; Shakespeare—Merchant of Venice and Macbeth, with Guides to Study; Essential Laws of Dramatic Art and Application of these by each Student to the Study and Criticism of one Great Work of Dramatic Prose Fiction; Critical Theses; Trench on Words; Philological Contents of Words.

SENIOR.—Critical Study of Representative Works of Representative Authors of each Important Era, Observing the Development of the English Language and Literature; Critical and Comparative Study of Tennyson's In Memoriam, Milton's Lycidas, and Shelley's Adonais; Study of Poetic Form; Essays of Macaulay, DeQuincey, and Carlyle; Essay Writing.

DEPARTMENT OF READING AND ELOCUTION.

MARY SETTLE SHARPE.

The department is designed to produce good readers, and throughout the entire course to excite within the students an admiration for and appreciation of the highest, noblest models in Literature, Art and Oratory.

It has been justly claimed that no other exercise will call forth so natural and uniform an action of the whole system as the proper exercise of the voice. Therefore the aim of the department is to give the best training in the following subjects:

1. Physiology of the voice-producing organs. Exercises in Breathing, Articulation, Inflection, Emphasis, Tone Coloring.

2. Voice culture with practical exercises for acquiring power, smoothness, resonance, flexibility, and sympathy of tone.

3. Principles of Gesture.

Students are required through the entire course to make practical application of these principles in reading and reciting selections from the best authors of English and American literature.

DEPARTMENT OF HISTORY.

LUCY H. ROBERTSON.

The course of study in History has been arranged with a view to imparting to students the following essentials:—1. Familiarity with the great names and events of history; 2. A distinct idea of chronological order; 3. A systematic knowledge of the relative importance of contemporaneous events.

While political history is necessarily given a large place in the consideration of a country and nation, special attention is directed to the growth and development of institutions; to the inner life of the people as it finds expression in forms of government, social life, progress in art, science, literature, religion, and all that goes to make up the peculiar genius of a people.

By the encouragement of independent research, it is sought to inspire enthusiasm for historical study and to develop the faculty of judgment, enabling the student to trace effect to cause, and so to train her reasoning powers as to bring acquired knowledge to bear upon everyday experience, and thereby to solve the problems presented in current history.

The instruction by text-books is supplemented by topical study, parallel reading, and research in a well-selected library.

COURSE I. History of England, with topics from United States History.

COURSE II. History of Greece and Rome, with introductory lectures on the history and influence upon civilization of the older nations of the Orient.

COURSE III. Topical studies in Mediæval History, especially embracing the leading transitional movements consequent upon the disruption of the Roman Empire: The Reformation and Renaissance; The French Revolution. Studies in Colonial Records.

CIVICS.

CHARLES D. McIVER.

The state's chief object in establishing and fostering public schools, high and low, is to make good citizens.

The Normal and Industrial College receiving a part of its support from legislative appropriation, and being charged with the duty of preparing teachers to work in the schools of the state, proposes to emphasize by its course of study, and in every other legitimate way, the dignity and duty of citizenship. A public school teacher should be prepared to teach, in connection with the history of the state and of the United States, the rights, privileges, and duties of a citizen. To quote from one of the text-books used: "Every school should teach, and every child should study, the principles of our government, in order:

"1. That by knowing his country better he may learn to love it more. The first duty of the school is to teach its pupils to love 'God, home, and native land.'

"2. That the child may learn that there is such a thing as just authority; that the obedience to it is right and manly; that we must learn to govern by first learning to obey.

"3. That he may know his rights as a citizen, and, 'knowing, dare maintain'; that he may also know his duties as a citizen, and, knowing, may perform them intelligently and honestly.

"4. That he may understand the sacredness of the right of suffrage, and aid in securing honest elections and honest discharge of official duties.

"5. That he may better understand the history of his country, for the history of the United States is largely the history of our political institutions."

This subject is taught by the use of text-books and by lectures, and is in charge of the President of the Institution.

DEPARTMENT OF MATHEMATICS.

GERTRUDE W. MENDENHALL.

FRESHMAN.—Elements of Algebra.

SOPHOMORE.—Geometry.

JUNIOR.—Trigonometry.

Students admitted to the Freshman class must pass a satisfactory examination in Arithmetic, showing ability to analyze and explain correctly.

Those poorly prepared must study Arithmetic for one year before being admitted to the Freshman class in Mathematics. Work in this department is optional in the Senior Year.

Opportunity will be offered for more advanced work in Mathematics should any desire to continue the study beyond the requirement.

DEPARTMENT OF SCIENCE.

DIXIE LEE BRYANT,
MARY M. PETTY,
ALICE H. BRUERE.

FRESHMAN.—Physical Geography and Botany.
SOPHOMORE.—Chemistry.
JUNIOR.—Physics.
SENIOR.—Zoölogy or Geology.

Physical Geography.—This subject occupies the first term of the Freshman year, and will be introduced by some simple experiments in elementary science to illustrate the states of matter, law of gravitation, laws of motion, chemical affinity, etc., in order that the students may obtain some conception of the laws regulating the forces of which physical geography mainly treats, as well as to initiate them into independent observation work.

The course proper will consist of work upon the important topics of *air*, *water*, and *land*, together with a classification of *plants* and *animals*, with special reference to their distribution and uses.

A text-book embracing these subjects will be furnished each student, and reference books will be found in the library; but, besides recitations, a small part of the subject-matter will be given in lecture form, and by far the greater part in original observation work.

The notes and conclusions of all work must be kept in individual note-books.

The purpose of this course is not only introductory and preparatory to the succeeding science, but it is an attempt, by the study of the surface of the earth as affected by the mutual influence of man and nature, to put life and meaning into geography.

Botany.—Course I.—Systematical and Structural Botany of Flowering Plants.—This occupies the second term of the Freshman year, and is prefaced by a brief course in plant biology and structure, and in the classification of cryptogamic plants.

The major part will be macroscopic laboratory work on plants themselves, following plant life from seed to leaf, and from flower to fruit. Each student will be expected to express her observations, not only in recitations but in written descriptions, and in sketches.

An herbarium of thirty flowers, with their written analyses, is required to complete the course.

Course II.—Cryptogamic Botany.—A brief course in this subject is offered each year. The preparation required is Botany of Flowering Plants and Chemistry.

Chemistry.—Course I.—General Chemistry.—Instruction in this department is given by lectures illustrated by experiments, general discussion, and laboratory work. Each student will perform a given number of experiments in order to become acquainted with the nature and behavior of the various substances treated of in lectures.

The latter part of the year will be devoted to simple methods of analysis.

Course II.—Organic Chemistry.—This course is offered to the students in the Domestic Science department. It consists of two hours per week in organic chemistry, paying special attention to the chemistry of foods. It must be preceded by the work of course I.

Course III.—Analytic Chemistry.—This course is offered to those students who wish to prepare themselves for special work in this line, and who have completed the science work of the Sophomore and Junior years.

The students will be expected to become familiar with the most common elements, and be able to detect them either free or in compounds.

They will also have some instruction in the quantitative analysis of compounds.

Physics.— This course extends through the Junior year, and must be preceded by Chemistry. The first half of the year is given to Mechanics and Heat, the second half to Electricity, Magnetism, Sound and Light.

It is the purpose of the work to make the student acquainted with the principal laws and phenomena in the various divisions of the subjects, to direct her attention to the operation of these laws in the world about her, to explain some of the machines and instruments in which these laws have been applied, but, above all, to teach the student to observe accurately, and to seek an explanation of what has been observed.

The instruction is given by lectures, recitations, and laboratory work. In the laboratory work the student is required to perform experiments and then write full descriptions and explanations of the phenomena observed.

Zoölogy.—This course is a full year's work, and should follow Chemistry and Physics.

The lectures take up the subjects systematically, and, at the same time, seek to develop the principles of Biology. The elements of microscopic technique form a part of the course.

There were furnished this year nicely prepared alcoholic and fresh specimens of invertebrates and typical vertebrates, for individual work. In this way a fair idea of gross comparative anatomy was obtained.

The biological laboratory is supplied with ten compound Leitz microscopes, an incubator, paraffine bath, microtome, and necessary reagents and accessories.

Embryology.—A short course in the embryology of the chick is offered in the spring term.

Geology.—This course extends through one year. A fair knowledge of the elements of Chemistry and Physics is necessary to a satisfactory pursuit of this subject.

The first term is given to descriptive and blowpipe mineralogy, and descriptive lithology. For this purpose the institution has purchased fifteen sets of one hundred and fifty different typical rocks and minerals. By individual study of these, the students are expected to become familiar with the commonest rocks and minerals in the State.

Dynamic Geology follows, the principles of which are illustrated, as far as possible, by observation of processes now at work upon the surface of the earth.

A synopsis of Historical Geology concludes the course. The aim of this is to tell briefly the story written in the book of stone.

DEPARTMENT OF ANCIENT AND MODERN LANGUAGES.

LATIN.

VIOLA BODDIE,
MARY A. SANDERS, ASSISTANT.

FRESHMAN.—First principles of grammar and composition; Viri Romæ.

SOPHOMORE.—Cæsar's Gallic War, with composition.

JUNIOR.—Cicero, composition; Vergil's Æneid.

SENIOR.—Livy; Horace.

Throughout the course there are given, by teachers and students, talks on Roman life and such other subjects as will be specially helpful in understanding and appreciating the author read.

No previous work in Latin is required for admission, but we recommend that students endeavor to secure at least one year's good training before entering the college.

Candidates for graduation must complete the first four years of the work unless a modern language be substituted.

The department offers a postgraduate course to those desiring to pursue the subject further. This course will be specially helpful to those intending to teach Latin.

Text books, except lexicons, are furnished by the college.

FRENCH.

JENNIE W. BINGHAM.

FRESHMAN.—Elementary grammar; inflection of regular and the more usual irregular verbs; a good pronunciation; ability to understand easy French, spoken or written; reading not less than 300 pages easy French; composition.

SOPHOMORE.—Grammar; mastery of irregular verbs; reading not less than 400 pages modern French, prose and verse; composition.

JUNIOR.—Advanced grammar; composition, French history and literature, especially of the 17th century.

SENIOR.—Literature of the 18th and 19th centuries; study of current literature, scientific and educational, through leading reviews. Composition; conversation.

GERMAN

BERTHA MARVIN LEE.

FRESHMAN.—Reading easy German, about three hundred pages; first principles of grammar and composition.

SOPHOMORE.—Reading German literature of the present century, prose and verse; grammar.

JUNIOR.—German classics; grammar; composition; brief history of Germany, and of German literature.

SENIOR.—Grammar; frequent exercises in writing; a critical study of some masterpieces of German literature; parallel reading.

Throughout the course attention is given to the relation of German to English, and there is constant exercise in reading at sight.

The object of the course is not only to give that accuracy of thought and expression which comes from the severe study of a foreign language, but to give such a ready use of written German as will make the language a valuable means of further study in literature or pedagogics.

DEPARTMENT OF PHYSIOLOGY AND PHYSICAL CULTURE.

ANNA M. GOVE, M.D.,
MARY SETTLE SHARPE,
PHŒBE PEGRAM.

The work in this department is under the direction of the resident physician of the Institution, and of the Director of the gymnasium. The general object of the department is to give the students such knowledge as will make them reverence and care for their bodies, and such training as will give them strength and conduce to their happiness.

The course of instruction in Physiology embraces the study of protoplasm and cell life, of the osseous, muscular, cutaneous and nervous systems, as well as the consideration of foods, digestion, and circulation.

In the classroom use is made of the articulated bony skeleton, charts, chart manikin, and of plaster models. In addition to these, students are shown specimens of heart, brain, etc., and by occasional dissections of some lower animal, the action of the lungs and heart is demonstrated.

The aim of the work in Physical Education is to correct careless physical habits, develop the body symmetrically, and give to the student that erect, strong, reliant, dignified, graceful carriage, and deportment that always characterize the cultured woman. The purpose is not only to provide systematic, graded, healthful exercise for the class, but also to give to each student such exercises as her peculiar case demands, to straighten crooked shoulders, to strengthen weak lungs, to develop chest and arms, and to improve her general bearing. Work in the gymnasium is begun with very simple free movements, and as gradually as possible, the difficulty and number of movements is increased and work with the apparatus introduced. Students are encouraged to take a cold sponge bath after exercising.

Much improvement has been noticed in the strength, health and general bearing of the students.

To all the classes are given such exercises and educational games as will be of practical use to them as teachers in the public schools where a regular gymnasium is not procurable.

DEPARTMENT OF VOCAL MUSIC.

CLARENCE R. BROWN.

The Music Department of the State Normal and Industrial College is based upon somewhat different principles from that of other schools for the education of women.

Experience shows that while the percentage of people who sing is very small, the percentage of those who cannot be taught to sing is much smaller.

It is estimated that in this country from 85 to 90 per cent can be taught to sing.

In Germany and other countries where music has been taught for generations in all schools, public and private, and where a child learns to sing as he learns to read, the per cent is about 98. Americans are awaking to the fact that music is not only a good, but a necessary thing, and the schools in which music is not taught are rapidly disappearing.

No town or city of any considerable size is without a teacher of vocal music in the schools, and the effect of this work will be appreciably felt a few years hence, when the influence of music taught in our schools shall begin to tell on our church, Sunday School and day school singing, and, in fact, on the singing of the masses in all gatherings, both public and private.

In Germany no man can obtain a position in the government schools unless he can play the violin and teach singing, and the day is not far distant when no man or woman can obtain a position in any first-class school of this country, unless he or she be able at least to conduct the music lessons in the school under the direction of the special instructor.

It is the purpose of the music department of this school to give each student, regardless of any special talent for music, an opportunity to become a fairly good singer, to have sufficient knowledge of the rudiments of music to enable her to read at sight all ordinary music, and to be able to teach the first principles of singing and sight-reading to the pupils of her school.

It is also the purpose to furnish the best possible vocal training for those whose talents and natural endowments fit them for higher development in the art of singing.

DEPARTMENT OF ART.

MELVILLE VINCENT FORT.

The object of the Art education in this Institution is to give instruction and practice in drawing, so that a student may express her ideas in form, and to give that training in mechanical drawing which will enable the student to apply her knowledge to industrial arts.

Industrial Drawing is, more than ever, recognized as an important factor in education, since it gives skill in the use of the eye and hand, cultivates habits of observation, stimulates thought, and increases appreciation of the beautiful.

Should no immediate use be made of the study, from an educational point of view, the habits of promptness, neatness, and accuracy that are acquired by this training are of incalculable value.

By training the eye and hand industrial drawing makes the expert draughtsman, and thereby furnishes a means of earning a livelihood.

The work of the first year consists of drawing from blackboard dictation, lines, straight and curved, and a combination of these lines; originating simple designs; clay modeling and charcoal drawing from geometric solids.

The second year, æsthetic and mechanical drawing—geometric and perspective.

The third year, architectural drawing, designing simple houses, working out the plans and elevations.

During the fourth year architectural drawing is continued.

After completing the first and second year's work, or standing a satisfactory examination, wood-carving and china painting may be pursued.

DOMESTIC SCIENCE DEPARTMENT.

MINNIE L. JAMISON,
FANNIE HOEN MASSEY.

The aim of the Domestic Science Department is to give students a practical knowledge of those industries that pertain directly to the home and family, also to train them in habits of neatness and order upon which the happiness of every home so largely depends. It is its purpose also to present the work in a practical, psychological way, so that students may be prepared to teach Domestic Science in the public schools.

DEPARTMENT OF SEWING.

COURSE I.—One term is given to plain hand-sewing and simple embroidery. Following this work in the second term is drafting patterns, cutting and making undersuits.

COURSE II.—Cutting, fitting and making various styles of dresses.

No student will be allowed to take the second year of sewing unless the first has been satisfactorily completed in this Institution or elsewhere.

DEPARTMENT OF COOKING.

COURSE I.—In addition to the actual, practical instruction in the art of cooking, students have the advantage of some work in the division and combination of foods.

During the session the department had the advantage of a course of lectures given by Mrs. S. T. Rorer, of the Philadelphia Cooking School.

In addition to the members of the Institution, there were in regular attendance upon these lectures about fifty people from the city and elsewhere.

COURSE II.—General Household Economy, including the artistic and sanitary conditions of the home.

COMMERCIAL DEPARTMENT.

E. J. FORNEY.

SHORTHAND.

We teach the original Isaac Pitman system of shorthand, and it is the aim of the course to make practical shorthand writers—amanuenses and reporters. The inductive method of teaching prevails in the department, and, the course being well graded, the student is led step by step, through easy and natural stages, to *see*, to *think*, and to *act* for herself.

The course at first embraces not only the study of the principles, but the reading and writing in shorthand of a wide range of English classics. As the student advances, in order to acquaint her with the forces and machinery of the business world, actual business letters bearing upon various subjects are dictated, reproduced on the typewriter, copied in the letter book, etc.

Believing that a larger portion of our students will be ultimately engaged in amanuensis work, this feature is made the leading purpose of the course; but reporting and the work pertaining thereto is not neglected, and when a student demonstrates that she can receive the higher work in shorthand to advantage, such dictation is given as is calculated to give power, strength, and general information. We also give technical instruction, such as Medical and Legal terms, etc.

Students in the advanced work are required to visit the lower classes for observation in teaching, and the latest and best methods are, therefore, demonstrated at a period in the work when they can be appreciated.

If business men who may be needing stenographers will write to this Department, they will be put in correspondence with efficient help.

The educational value of shorthand has received far less attention than the utilitarian side of the study. The position of this art in

relation to intellectual pursuit is unique. It is not only a useful accomplishment, worthy of acquirement on its own account, but the very act of learning it is a mental discipline of no mean order.

There are two courses of which a student can avail herself—one for special students, that is, those who wish to make a specialty of shorthand and typewriting, and those who are taking the III. Course (see page 26) in this institution leading to graduation. The course of instruction for the special students will be planned as far as possible with reference to their special needs. Where it is deemed necessary, sentence structure and rhetoric in the English department of the institution will be required.

The diligent student can, in eight months, acquire a speed of eighty to one hundred and twenty words per minute, which is sufficient to do good office work; but, if reporting is intended, the subject should be studied for at least two sessions.

Certificates will be given to students who can write from dictation correctly in shorthand from general new matter at the rate of 80,100, 125 (and above) words a minute. Students must pass examinations in Grammar, Rhetoric and Arithmetic before receiving this certificate.

HOME STUDY.—There are many young men and women who would probably like to take advantage of a course of systematic work at home. To all such the shorthand department will, upon request, outline a course of home work, and during the regular session (October to May), all exercises sent to the college will be criticised and corrected, the only requirement being that the postage both ways be paid. This course of home work is constructed to produce *results*. Therefore it will take time and energy. In order to make the course as strong as possible, the outline includes the use of a number of books, the cost of which the student must bear. The first instalment of books need not exceed $2.10, and the entire cost for a year's work will be about $4.

During last year the department was glad to extend help to fifteen or more non-resident students.

TYPEWRITING.

The Remington Typewriter is used. This department is designed not only to give the student skill in the use of the machine, but special attention is paid to vocabulary, spelling, punctuation, and paragraphing. The instruction in this department is purely practical.

BOOKKEEPING.

The course in bookkeeping and business practice is similar to that which can be obtained in progressive commercial colleges. We do not teach, as is commonly done, the copying of accounts from text-

books, thus making up the "sets," but each transaction is presented to the student as much like the performance of actual business as possible. The result of each student's work can be made entirely different, and the calculation, addition, and getting off of trial balance depend upon the student's efforts. The student is, therefore, taught self-reliance from the start. The course from the business standpoint is a comprehensive one; it will not only make bookkeepers, but at the same time the student becomes thoroughly conversant with all kinds of common commercial forms, blanks, etc. The arrangement of the books, blanks, etc., is such that the subject can be taught with ease in schools of lower grade.

ADMISSION OF STUDENTS.

The Normal and Industrial College is a part of the Public School system, and its special mission is to prepare people to work in and improve that system. Desiring to do the greatest possible good to all the state, it has made its requirements for admission to the Freshman Class, such that any bright girl who has improved all her opportunities in the best country public schools can enjoy its advantages. To make the requirements for admission lower than this is unnecessary, and to make them higher would exclude many worthy and ambitious young women belonging to a class which, more than any other, influenced the Legislature to vote for the establishment of the Institution, and who have therefore, a peculiar right to its advantages.

As the public schools throughout the state become better, the entire course of study in this Institution will be advanced.

At present the following will be the

REQUIREMENTS FOR ADMISSION.

1. As to scholarship, the applicants, in order to be admitted to the Freshman Class, must be able

(*a*) To analyze any ordinary arithmetical problem;

(*b*) To express thoughts accurately in writing;

(*c*) To show a reasonable familiarity with English Grammar, Geography, History of the United States, and History of North Carolina.

2. They should be sixteen years old and in good health.

3. They should send with their applications, *which they themselves must write, statements from their last teachers as to scholarship, conduct and habits of study.*

So far as recitation room and teaching force are concerned, the In-

stitution can accommodate four hundred students; but the number it can accommodate with board in its dormitories is limited. (Board can be had in good families near the Institution at from $9 to $12 a month. Board is furnished in the dormitory buildings of the Institution at not exceeding $8 a month.)

BOARDING PLACES IN THE DORMITORIES.

One hundred and fifty of the boarding places in the dormitories will be given to students who have free tuition on account of their intention to become teachers. The other places will be given to those who prefer to pay tuition whether they intend to become teachers or not, the money thus derived from tuition being used to enlarge and better equip the dormitories.

Any county appointments not applied for by August 1st, will be given to applicants from other counties, preference being given to the following classes:

1. Graduates of colleges for young women. This is done in order to prevent graduates from entering the competitive examinations against younger and less mature scholars, and because these graduates can be prepared in a shorter time to begin teaching in the state's schools.

2. Those who have spent a year or more at the Institution, boarding in private families, and whose conduct and studious habits have commended them to the faculty. Those who have boarded in the dormitories and paid tuition, though intending to become teachers, are also considered as belonging to this class.

3. The best material among new applicants.

COUNTY APPORTIONMENT.

Of the one hundred and fifty county appointments, which merely give the privilege of securing board at the reduced rate in the dormitory buildings, the following is the apportionment, by counties, according to law:

2 Alamance	2 Chatham	2 Gaston
1 Alexander	2 Cherokee	1 Gates
1 Alleghany	1 Chowan	1 Graham
1 Anson	1 Clay	2 Granville
2 Ashe	2 Cleveland	1 Greene
2 Beaufort	2 Columbus	3 Guilford
1 Bertie	2 Craven	1 Halifax
1 Bladen	2 Cumberland	1 Harnett
1 Brunswick	1 Currituck	2 Haywood
4 Buncombe	1 Dare	2 Henderson

2 Burke	2 Davidson	1 Hertford
2 Cabarrus	1 Davie	1 Hyde
2 Caldwell	2 Duplin	3 Iredell
1 Camden	1 Durham	1 Jackson
1 Carteret	1 Edgecombe	3 Johnston
1 Caswell	2 Forsyth	1 Jones
2 Catawba	1 Franklin	1 Lenoir
1 Lincoln	1 Pasquotank	2 Surry
1 Macon	1 Pender	1 Swain
3 Madison	1 Perquimans	1 Transylvania
1 Martin	1 Person	1 Tyrrell
1 McDowell	2 Pitt	2 Union
3 Mecklenburg	1 Polk	1 Vance
2 Mitchell	3 Randolph	3 Wake
1 Montgomery	1 Richmond	1 Warren
2 Moore	2 Robeson	1 Washington
2 Nash	2 Rockingham	1 Watauga
1 New Hanover	2 Rowan	2 Wayne
1 Northampton	2 Rutherford	3 Wilkes
1 Onslow	2 Sampson	2 Wilson
1 Orange	2 Stanly	2 Yadkin
1 Pamlico	2 Stokes	1 Yancey

APPLICATIONS AND EXAMINATIONS.

Students who win appointments from their own counties to board in the dormitories can hold them until they complete the course, provided their conduct and progress are satisfactory to the faculty.

All applications for the competitive examination should be in the hands of the President on July 20.

If, on that day, the number of applicants from any county does not exceed the number which the county is entitled to send, and if it is evident, from the application and for other reasons, that the scholarship of such applicant or applicants is good enough to admit her or them to the Institution, notification will be given, and the examination for classifying such students will take place when they arrive at the Institution. If, however, there should be more applicants than can be admitted from the county, a competitive examination, prepared by the faculty, will be held at your county seat about August 1.

BOARDING ARRANGEMENT AND EXPENSES.

Students are allowed to board in private families in Greensboro, provided the President of the Institution is notified in advance and approves of the places where they propose to board. The Institu-

tion cannot rid itself entirely, nor does it desire to, of responsibility for the conduct of its students out of school hours, even though they do not board in the college dormitories. It will, therefore, receive as students only those who board in such homes as will be managed in harmony and sympathy with the government of the Institution. Those who board in the dormitory buildings will be under the direct care of the President, the Lady Principal, and such competent lady assistants as will be selected to manage the dormitories. These buildings have been fitted up by the state, and board will be furnished at actual cost, not to exceed $8 a month. The law does not allow any profit to be made on the boarding department.

At the close of each annual session the supplies left over will be sold, and whatever surplus is left in the hands of the Bursar and Matron will be distributed to the students who may have boarded in the dormitories.

The dormitory buildings will be made pleasant homes for the students. Their social life will receive special attention, and a woman physician will be on the premises night and day, and will have the constant care of their health.

EXPENSES FOR ANNUAL SESSION.

Board in dormitories (not to exceed)	$64.00
Laundry	12.00
Medical and Physical Culture fee	5.00
Fee for use of Books and Apparatus	5.00
Registration fee	3.00
Total, exclusive of tuition	89.00
Tuition for entire course	40.00
Total, including tuition	129.00

Special fees, ranging from $1.00 to $2.00, have heretofore been required of students in the various departments to cover the expense of materials, such as chemicals, drawing materials, mimeograph material, etc., etc., and the amount not actually used in the purchase of such materials has been refunded to students; but experience has shown that the average cost for such materials for each student is $1.00, and therefore this amount will be collected by the Bursar.

The payments for the regular charges and this fee will be due as follows, quarterly (two months) in advance:

For students who board in dormitories and have free tuition:

October 6	$30.00
December 1	20.00
February 2	20.00
March 30	20.00

For students who board in dormitories and pay tuition:

October 6	$40.00
December 1	30.00
February 2	30.00
March 30	30.00

For students who have free tuition and do not board in dormitories:

October 6	$14.00

For students who pay tuition and do not board in dormitories:

October 6	$24.00
December 1	10.00
February 2	10.00
March 30	10.00

No free tuition is given to a non-resident of the state, but a tuition charge of $60.00, instead of $40.00, is made.

Students who do not go home during the holidays will pay $2.25 for board and laundry for the extra week.

The only additional expenses at the Institution will be for medicine used; literary society fee ($1.00 annually); for graduates, a diploma fee of $5.00; and a gymnasium outfit costing not more than $5.00. This gymnasium outfit, including a pair of gymnasium shoes, a union undersuit and an oversuit of blue serge, is required to be of uniform material and make, and cannot therefore be made at home.

All materials are furnished to students at cost.

To any student not boarding in the dormitories desiring to take a special course in Phonography, Domestic Science, Art, Vocal Culture, or other single department, and who does not expect to become a teacher, a charge of $20.00 for tuition will be made, besides the regular fees.

If the student boards in a private family, the cost for the annual session will be increased by an amount ranging from $10.00 to $32.00, according to price paid for board. Board in private families must be paid monthly in advance.

All students whether with or without free tuition must pay their board and other living expenses, according to the terms of the catalogue.

If the resources of the Institution permitted, it would use only single beds. There will doubtless be students who, by the advice of the physician, will be *required* to occupy single beds. In such cases an extra charge of two dollars a year will be made to each student. If others who apply desire to have single beds, they can secure them on the same terms.

The students are not required to bring any text-books. The Institution will, for the book fee, furnish the use of all ordinary text-books. But it might be helpful if students would bring any books in their possession relating to Science, Literature, History, etc., to be used as reference books. Latin, French, or German Lexicons, when needed, must be purchased by the student.

In all business matters the Institution prefers to deal directly with the students, rather than with their parents or guardians. This gives them business experience, and makes them see what their training is costing.

All students are supposed to matriculate for the full year, and must not expect any fees or dues remitted on account of their irregularities, or change in their plans, except in cases of their serious illness, making it necessary for the resident physician to advise them to return home.

Let all checks and money orders be made payable to E. J. Forney, Bursar.

FREE TUITION.

The only students who can have free tuition at The Normal and Industrial College are those "who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors." Each student applying for free tuition must sign the following agreement:

"I seek the opportunities of The Normal and Industrial College because it is my desire and intention to make teaching my profession, and I agree, in consideration of free tuition granted me in said institution, if I can secure employment and my health permits, to teach in the public or private schools of the state for at least two years after I leave the Institution. If I fail to teach as herein stated from any fault of mine, which shall be decided by the Board of Directors or the Executive Committee, I agree to pay the institution full tuition for the time I attended."

IMPORTANT DIRECTIONS.

1. The Normal and Industrial College will begin its seventh year's work October 6, 1898. The length of the annual session is eight months. It is urged that all students be present on the first day.
2. There will be a vacation of one week at Christmas.
3. When application is made for admission, the applicant should not fail to give her county.

4. Applicants for board in the dormitory should state whether or not they desire single beds.

5. The rooms in the dormitory building have been comfortably fitted up, and the beds have good springs and mattresses. Each student is expected to bring for her own use the following articles: One pillow and a pair of pillow-cases, 2 pairs of sheets, one pair of blankets, one counterpane, towels and table napkins, one spoon, knife, and glass for individual use in her room. Those using single beds will need to bring more bedding. Students who board in private families are expected to bring 2 pairs of sheets, one pair of blankets, one counterpane, towels and table napkins

6. All applications for admission will be filed, and whenever vacancies occur unexpectedly they will be filled by the appointment of those who have filed their applications.

7. If, *after examining this catalogue carefully,* further information is desired. it can be obtained by addressing President McIver, Greensboro, N. C.

GENERAL INFORMATION.

FACULTY.

The faculty consists of thirty teachers, including assistants. All, except four are natives of the South, and more than two-thirds of them are native North Carolinians. In their culture and training they represent our best Southern Colleges and Universities; the leading Scientific institution of New England and its most popular College for women; the foremost Normal College in the South; the oldest State Industral College for women in the South; the leading Medical College for women in New York. Several members of the faculty have pursued courses of study in Europe.

EQUIPMENT.

No institution of learning can accomplish its work without good general equipment. Well-arranged buildings, good furniture, and a strong faculty are not the only essentials. Scholars, unlike poets, are not born; they grow And students should breathe an atmosphere that will promote growth. No institution without a good library can reasonably hope to send into the world graduates with a literary or professional spirit.

As a part of the general equipment, this Institution is provided with a well-selected library. Great care has been taken to select such books as will be most serviceable to students in their work in the various departments, and the library is kept open and is in constant use from 9 a m. to 5 p. m.

A Reading Room, containing the best current literature, including state and national newspapers, leading magazines, and educational journals, is open to the students at all hours.

The Gymnasium is well equipped with apparatus for physical culture.

The department of Natural Science has well equipped laboratories, supplied with microscopes, specimens and other necessary working apparatus.

STUDENTS' ORGANIZATIONS.

There are a number of organizations among the students, and it is a mistake from any standpoint for a young woman to come to the Institution and not belong to one or more of them. The expense connected with membership is not large and the advantages are very great in many ways.

THE ADELPHIAN AND CORNELIAN SOCIETIES

are two literary organizations of strength and usefulness both to the Institution and to the individual members. They are managed by the students themselves, and the faculty have no connection with them except honorary membership. After observing for several years the progress of those students who have joined these societies and of those who have not, the authorities of the Institution do not hesitate to say that it is a great mistake for a student not to become a member. Besides the literary work, they give a training to students in self-control and in influencing others' thoughts which the regular work of the Institution cannot give.

The Board of Directors prohibit any other secret organizations.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION.

is the organization under whose auspices most of the religious work of the Institution is done. All the students are invited to become members, and the faculty gives such aid as they can in the prosecution of the work. The association has charge of the charity work, daily Bible study, pastors' prayer-meetings, and other general religious work. The pastors in town and others are frequently invited to make addresses before the organization.

LOAN FUNDS AND FELLOWSHIPS.

WOMEN'S EDUCATION CLUB.

is a co operative philanthropic association, whose aim it is to help worthy and ambitious young women who have brains and character, but who are unable to defray all the expenses of their education. The membership consists of students of this Institution and others whom they can induce to join the club The annual fee, $2, is due the first of December for the next five years. This organization now has about three hundred members, and it is hoped that the membership wil' increase to 1,000 during the next year. It will use its funds by making loans without interest to worthy students who could not enter the Institution without this help.

THE JARVIS BUXTON LOAN FUND.

This fund, now amounting to $100. is established by Mrs. J. C. Buxton, of Winston, N. C., in memory of her little son, who notwithstanding the fact that he was an invalid all his life, had accumulated this amount of money before his death.

THE ADELAIDE WORTH DANIELS FUND.

This fund, amounting to $100, has been established by Mr. and Mrs. Josephus Daniels in memory of their little daughter, and is to be used as a loan fund to worthy students.

THE LIDA CARR FELLOWSHIP FUND.

This fund was established by Mrs. Julian S. Carr, and yields in interest $200 a year.

OTHER LOANS.

The Alumnæ Association and the Adelphian and Cornelian Societies have each made small loans annually to especially deserving students.

DISCIPLINE.

The general policy in regard to discipline has been to trust the students and appeal to their honor and pride, and to their interest in the success of the Institution. It is but simple justice to say that they have responded to these appeals with a loyalty and faithfulness worthy of the highest praise. Whatever regulations have been made in regard to conduct and study hours have been the result of a consultation with the students and of a practically unanimous

vote in their favor. The students are responsible for the preparation of their lessons, but they can do their studying either in the Assembly Hall, where each of them has a desk, or in their private rooms, as their brothers do when they go to college. The object is to throw responsibility upon the students, and to make them, as nearly as practicable, a self-governing body. The experiment has worked well so far, and, in many ways, the plan has advantages over that system of management based on rules and restraints made solely by those in authority.

Under certain conditions it might be found necessary to modify the method of discipline, *but, where many of the students are themselves teachers, where about one-third are defraying their own expenses, and where the average age is nearly twenty years,* the sober judgment of the student can generally be relied upon to produce a public sentiment that will result in right conduct and honest work.

Each student when she registers is required to sign the following contract:

CONTRACT.

I do hereby contract with The State Normal and Industrial College, that so long as I shall remain a student of the Institution, I will endeavor to comply cheerfully with all its regulations in all particulars, and I agree not to deface or injure, by writing or otherwise, any of its furniture, books, or other property. Moreover, if I should accidentally do damage to any property of the Institution, I hereby agree to report it promptly to the President of the Institution, or, in case it should be dormitory property, I agree to report it to the lady in charge of the building where the damage is done in order that it may be properly assessed and that I may pay for the same.

SOCIAL LIFE.

With regard to the social management of the dormitories, we consider it essential that the young ladies should have every privilege consistent with student life. Shopping, visiting, and receiving friends to a reasonable extent are not prohibited, but no night must be spent out of the dormitories without a written request from parents or guardians, and, even then, permission will not be granted if, in the judgment of the authorities, it would be unwise to grant it.

Visits from gentlemen must be restricted to holiday occasions and to those stated times when the young ladies will announce that they are "at home" to their friends generally.

No one must expect exceptions to the foregoing regulations, unless a written request for each case comes from her parents or guardian addressed to the President or Lady Principal.

PATRONAGE.

The Normal and Industrial College congratulates itself upon the character of its patronage. It would have been peculiarly unfortunate if the patronage had been drawn exclusively from wealthy and fashionable circles. It would have been equally unfortunate if it had come *exclusively* from classes too poor to go elsewhere. The statistics, which appear in another place, show that our students represent socially, financially, and educationally every respectable class of North Carolina people. They come from all sections of the state, and among them are graduates of our leading institutions for girls; graduates from the graded schools; those who have been prepared by their local private academies; and others, whose only educational opportunities have been those offered by the public schools throughout the state. Some have come because they could not afford to go elsewhere. Others are here because they want to prepare for teaching or for industrial pursuits, and prefer an institution whose main purpose is to give such preparation, and where the general surroundings are in harmony with their purposes. Others still who belong to neither of these two classes, but who believe in thoroughness in the essentials of education, and who think it safest to be prepared to earn their own living, should it ever become necessary, have been attracted because of the emphasis the Normal and Industrial College lays upon the practical side of education. By whatever motives actuated in becoming students, there is in the entire student body an earnestness and dignity of purpose which challenges admiration, and gives promise of good results in the future.

It is gratifying, too, to be able to state that the number who have applied for admission is very large. The number enrolled for each of the past four years has exceeded 400, from 50 to 100 of whom boarded in private families. A larger number would have been on the roll if there had been sufficient recitation and dormitory accommodations.

SCOPE OF PATRONAGE.

The following interesting and suggestive table of statistics, obtained from the students themselves, shows the character of the patronage and its wide range as to locality, class, and previous educational opportunity:

Number of students	437
Average age of student	18¼
Number of counties represented	83
Number of graduates of other institutions for women	13
Number who have taught	87

Number who defrayed their own expenses	132
Number whose fathers are not living	101
Number whose fathers are farmers	140
Number whose fathers are merchants	39
Number whose fathers are clergymen	17
Number whose fathers are physicians	17
Number whose fathers are teachers	6
Number whose fathers are lawyers	15
Number whose fathers are lumber dealers	5
Number whose fathers are drummers	7
Number whose fathers are manufacturers	9
Number whose fathers are mechanics	8
Number whose fathers are railroad agents	10
Number whose fathers are clerks	19
Number whose fathers are insurance agents	2
Number whose fathers have retired from business	5
Number whose fathers are engaged in miscellaneous business,	33
Number educated, partially or entirely, in public schools	362
Number who, according to their own statement, would not have attended any North Carolina college if they had not become students of the Normal and Industrial College	363

THESE FIGURES SHOW.

1. That 30 per cent, or nearly one-third, of the students of the past year defrayed their own expenses, with borrowed money or with their own earnings, and without help from parents.

2. That 61 per cent, or nearly two-thirds, would have attended no other North Carolina college if they had not become students of the State Normal and Industrial College.

3. That 362 students, or 84 per cent, received their preparation partially or entirely in the public schools.

AN EDUCATIONAL CENTER.

The Normal and Industrial College and its friends are to be congratulated upon its location. Greensboro is one of the prosperous, growing towns of the state. It has long been an educational center.

Its healthfulness is well known, and its social and moral influences are the best. Its people and the people of Guilford County are liberal friends of public education, and have always been strong advocates of the education of women. The graduates of old Edgeworth are scattered over North Carolina, and are warmly attached to Greensboro, where, for so many years, their alma mater educated the women of the State.

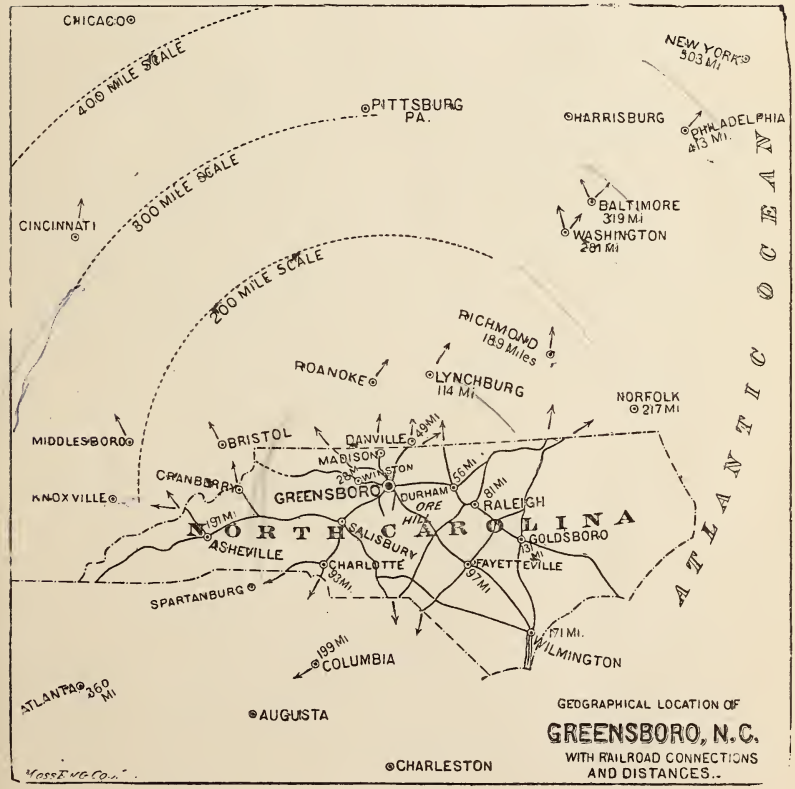
The Greensboro Female College, managed under the auspices of the Methodist church, is located here, and is one of the most popu-

lar institutions in the State. There are other excellent private schools, among them the Brockmannn School of Music. The public schools of Greensboro are we l equipped, and do efficient work, giving boys and girls a thorough preparation for college.

There are few towns or cities where such educational advantages can be had at such small cost, and, on that account, many people have moved to Greensboro to educate their children.

GREENSBORO'S ACCESSIBILITY.

There is another important reason why the Institution is fortunately located. To the entire people of the state, Greensboro is the most accessible of North Carolina towns. It is the railroad center



of the state. The North Carolina Railroad, the Northwestern North Carolina Railroad, the main line of the Southern Railway, and the Cape Fear and Yadkin Valley Railway, meet at Greensboro.

The schedule time to Greensboro from Raleigh, Fayetteville, Durham, Winston-Salem, Mt. Airy, Statesville, Salisbury, and Charlotte is from one to four hours.

A person can leave Weldon, Goldsboro, Tarboro, Wilson, Maxton, Hamlet, Wilkesboro, Asheville, or Hot Springs, in the afternoon and reach Greensboro by bedtime.

Students who leave Wilmington at 9 a. m., and those who take early trains at Murphy, Morehead City, and the railroad stations in the most remote corners of the state will meet at Greensboro in the afternoon or evening of the same day.

CLASS OF 1898.

Lottie Rayner Arey	Iredell County.
Oeland Lamar Barnett	Cleveland County
Susan Simms Battle	Edgecombe County.
Lillie Annette Boney	Duplin County.
Julia Dameron	Warren County.
Anna Wendell Folsom	Buncombe County.
Elsie Lindsay Gwyn	Haywood County.
Sadie Hanes	Forsyth County.
Mary Elizabeth Harding	Pitt County.
Rosa Ellen Holt	Wayne County.
Minnie Huffman	Burke County.
Sara Yates Kelly	Mecklenburg County.
Margaret MacRobert McCaull	Guilford County.
Susie McDonald	Richmond County.
Mamie McGehee	Rockingham County.
Ella Mosley	Lenoir County.
Hattie Hortense Mosely	Lenoir County.
Florence Dockery Pannill	Rockingham County.
Susan Leroy Parsley	New Hanover County.
Winnie Watkins Redfern	Anson County.
Ellen Hale Saunders	Durham County.
Bessie Ione Sims	Cabarrus County.
Nan Strudwick	Orange County.
Mary I. Tinnin	Orange County.
Evelina Oakley Wiggins	New Hanover County.
Clee Winstead	Wilson County.
Lydia Allison Yates	New Hanover County.

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